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ABSTRACT

This study assessed 133 preservice teachers' emotional and disciplinary responses to kindergarten children's misbehavior. Subjects were presented with hypothetical scenarios of two types: those warranting direct adult management and those warranting indirect adult management. Subjects rated levels of their own negative affect and the perceived negative affect of the misbehaving child. They also described the disciplinary actions they would take. Responses were coded for level of adult power. Findings indicated that in direct management situations, the preservice teachers rated their own level of negative affect higher than that of the misbehaving child. In indirect situations, the teachers rated the child's level of negative affect as higher than their own. Preservice teachers indicated they would use more adult power in direct management situations than in indirect management situations. The findings pose implications for teacher preparation programs. (Scenarios from the Kindergarten Misbehavior Response Questionnaire are appended. Contains 16 references.) (Author/JPB)

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Emotional and Disciplinary Responses of Preservice Teachers to Young Children's Misbehavior

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Abstract

Preservice teachers' emotional and disciplinary responses to kindergarten children's misbehavior were assessed using hypothetical scenarios. Scenarios were of two types: those warranting direct adult management and those warranting indirect adult management. Participants rated levels of their own negative affect and the perceived negative affect of the misbehaving child. They also described the disciplinary actions they would take. Responses were coded for level of adult power. Findings indicated that in direct management situations, preservice teachers rated their own level of negative affect higher than that of the misbehaving child. In indirect situations, participants rated the child's level of negative affect as higher than their own. Preservice teachers indicated they would use more adult power in direct management situations than in indirect management situations. Implications for teacher preparation are discussed.

Emotional and Disciplinary Responses of Preservice Teachers to Young Children's Misbehavior

Past research examining early childhood teachers' responses to misbehavior in the classroom has focused largely on their beliefs about misbehavior and on the strategies that they use when responding to various types of misbehavior. Cognitive factors that have been found to affect discipline responses include tolerance of problem behavior (Cunningham & Sugawara, 1988), causal attributions about problem behavior (Brophy & Rohrkemper, 1981; Cunningham & Sugawara, 1988; Brophy & McCaslin, 1992; Scott-Little & Holloway, 1996), and perceptions of adverse effects or costs of misbehavior (Cunningham & Sugawara, 1988). The majority of this body of research has been based on the assumption that teachers' disciplinary responses are affected primarily by cognitive factors and that the process of responding to misbehavior in the classroom is largely a rational one. Evidence from research examining parental responses to young children's misbehavior suggests, however, that adults' negative emotional responses also play an important role in determining disciplinary actions (Dix, Ruble, & Zamborano, 1989; Rubin & Mills, 1990; Mills & Rubin, 1992).

Evidence from research indicates that teachers of young children, even exemplary ones, base their discipline practices largely on heuristics developed through experience rather than on systematic knowledge grounded in theory (Brophy & McCaslin, 1992). With this tendency in mind, an examination is warranted of factors other than cognitions that may be elemental in teachers' experiences with misbehavior. Further research is needed to establish whether or not the relationship that is supported in the parenting literature between negative affect in response to misbehavior and the level of adult power of their discipline strategies (Dix, Ruble & Zambarano, 1989; Mills & Rubin, 1990) is also evident in early childhood teachers' responses to misbehavior

in the classroom. In addition, researchers have not yet examined whether teachers discriminate between types of misbehavior in their emotional responses, as they have been found to do in their disciplinary responses (Brophy & Rohrkemper, 1981; Cunningham & Sugawara, 1989; Brophy & McCaslin, 1992).

A smaller body of research in early childhood education has focused on the beliefs, expectations, and behavior of preservice teachers, student teachers and beginning teachers in relation to classroom management in general and to discipline specifically. Research suggests that beginning student teachers in the elementary classroom have unrealistic, overly optimistic expectations of teaching in a real classroom (Kagan, 1992). The disciplinary responses that elementary preservice teachers and beginning student teachers expect to carry out are generally supportive in nature (Moser, 1982; Cunningham & Sugawara, 1988). However, with experience in the classroom, education students become more controlling and punitive in their disciplinary responses and use fewer strategies that reflect long-term goals and greater investment of time than those they had initially intended to use (Moser, 1982; Kagan, 1992). Student teachers in elementary classrooms often use strategies that have a high degree of adult power and control in response to misbehaviors that are intentionally disruptive, defiant or aggressive, even though, by their own accounting, such methods had been ineffective far more often than they had been effective (Tulley & Chiu, 1995). Preservice teachers use more restrictive discipline strategies than helping strategies in response to misbehaviors when they judge them to be a threat to their authority, control of the classroom, or reputation (Cunningham & Sugawara, 1988). Student teachers as well as beginning inservice teachers of young children are focused primarily on acquiring classroom management skills and are more concerned with stopping problem behaviors than with defining them and evaluating strategies to deal with them (Swanson,

O'Connor & Cooney, 1990; Kagan, 1992). Preservice teachers consistently come to the elementary classroom with an inadequate and oversimplified understanding of children's behavior and of procedural knowledge in dealing with misbehavior. Their early classroom experiences are dominated by a need to control behavior. Apparently, strategies for managing classroom behavior must be fairly well developed and comfortable to student teachers before they can focus on children's learning (Kagan, 1992).

This body of research indicates a need for further examination of preservice teachers' responses to young children's misbehavior. A greater understanding of the factors that influence preservice teachers' discipline decisions would benefit not only teacher educators, but also the education students themselves. Research suggests that student teachers who show the greatest degree of professional growth during their student teaching experience in the elementary classroom are those who reflect about causes of children's behavior, the effectiveness of discipline strategies, and their own affective responses to the misbehaving child (Kagan, 1992).

No previous research has examined the relationship between teachers' emotional response to misbehavior and the type of discipline used or suggested. Some of the research that has focused on elementary teachers' cognitive beliefs and attitudes in relation to their disciplinary responses has borrowed the concept of personal cost from cost analysis theory (Safran & Safran, 1984; Cunningham & Sugawara, 1989). Cunningham and Sugawara (1989) found that preservice elementary teachers tended to respond with restrictive discipline strategies to misbehaviors that they judged to be most costly to themselves and the other children in the classroom. When they judged the misbehavior to be more costly to the misbehaving child, they tended to respond with helping strategies.

Although cost analysis concepts have not been used to study teachers' emotional responses to misbehavior, in a prescriptive model of classroom management, Gordon (1974) has suggested that differing patterns of emotional response of both adult and misbehaving child reflect different goals that are being frustrated. This goal frustration is similar to the concept of cost as described in the previously mentioned research on teachers' cognition. Gordon has suggested that behavior problems in the classroom are of three types: teacher-owned, student-owned and shared. Ownership is defined by determining whose goals are being frustrated and is expressed through negative emotion. Teacher-owned problems are those in which the misbehavior is resulting in the thwarting of a teacher's goal and are indicated by greater negative emotion felt by the teacher than by the misbehaving child. The converse is true of student-owned problems. Shared ownership occurs when both teacher and child are frustrated in their goals and are emotionally upset.

To date, no research has attempted to validate Gordon's proposed conceptual relationship between negative emotion and frustrated goals. The only use of Gordon's typology was by Brophy and Rohrkemper (1988) to categorize problem behaviors in their study of elementary teachers' disciplinary responses to misbehavior. Results indicated that elementary teachers responded with more restrictive discipline strategies to teacher-owned problems and with more supportive strategies to student-owned problems. However, no measure was used to determine level of negative emotion as a response to the problem behaviors.

The purpose of the present study was to examine both the emotional and behavioral responses of early childhood and elementary preservice teachers to scenarios depicting misbehavior of children in a kindergarten classroom. The primary objective was to determine whether or not preservice teachers would respond differently to two distinct types of misbehavior

situations. We hoped to determine the nature of those differences in three areas: participants' ratings of their own negative affective response; the negative affect of the misbehaving child as perceived by the participant; and the level of adult power of the disciplinary responses that participants would indicate that they would use. The two types of misbehaviors presented differed on the basis of the directness of disciplinary intervention as suggested by early childhood education experts. Half of the scenarios would warrant a direct intervention intended to stop the misbehavior immediately, according to early childhood experts. The other half would warrant an intervention that would change the misbehavior indirectly. We hypothesized that participants would discriminate between the two types of misbehaviors in both affective and disciplinary responses.

A second objective of this study was to identify relationships between levels of negative affective responses of the participants, their perceptions of the negative affect of the misbehaving child, and the level of adult power of their disciplinary responses. We tested the hypothesis that the level of power of discipline would be positively related to the level of adult negative affect and negatively related to the perceived negative emotional state of the misbehaving child.

Method

Participants

The participants in this study were drawn from the pool of students at a midwestern university who were majoring in teacher education programs that included the instruction of kindergarten-aged children. Two such majors were offered at this university: early childhood education (including early childhood special education) and elementary education (including a double-major in special education). Because the number of students majoring in early childhood education (ECE) was much smaller than the number of elementary education majors, all ECE

majors were asked to participate, with an equal number of elementary education majors randomly selected. The total number of students selected for participation was 367. Prospective participants were mailed a questionnaire, including a cover letter explaining the study, and were asked to return the completed surveys by mail (postage was pre-paid). An e-mail message was sent to all prospective participants two weeks later as a reminder.

One hundred thirty-seven students chose to participate in the study, yielding a response rate of 37%. Four of the questionnaires were dropped because of incomplete information, leaving a final sample size of 133. One hundred twenty of the participants were female (90.2%) and 13 were male (9.8%). Age of participants ranged from 18 years to 41 years, with a mean age of 22.4 years and with 85% of participants between the ages of 18 and 25 years. With regard to class standing, 17.9 % were in their first year of study, 19.4 % were in their second, 20.9 % were in their third, and 41.8 % were in at least their fourth year. Because the teacher education programs in which the students were enrolled require student teaching experiences that typically result in completion of the program in four-and-one-half or five years, the greater percentage of participants reported to have been in at least their fourth year of study was expected. Sixty-six participants were elementary education majors; 67 were early childhood education majors.

Procedure

A self-report instrument, the Kindergarten Misbehavior Response Questionnaire, was used to assess participants': level of adult negative affective response; perceptions of the level of negative affect of the misbehaving child; and disciplinary responses to misbehavior of young children. The questionnaire consisted of eight scenarios (see Appendix), each depicting a child, not identifiable by gender, misbehaving in a kindergarten classroom. A kindergarten classroom was chosen as the setting because it is a grade level that is included in both early childhood and

elementary teacher licensure programs. Based on previous research (Scott-Little & Holloway, 1992), misbehavior was defined as aggression or non-compliance.

The selection of misbehavior scenarios was based on the type of behavior management strategy (i.e., guidance or discipline strategy intended to result in more appropriate behavior by the child) thought to be appropriate according to experts in the field of early childhood education. After extensive observation in early childhood classrooms, the researchers developed 20 scenarios depicting typical misbehavior that might be seen in a kindergarten classroom. Twelve experts in early childhood education, including both university faculty and experienced early childhood classroom teachers, were asked to rate each scenario on the level of adult control they thought would be appropriate in managing the misbehavior. A 3-point Likert scale was used, ranging from "low adult power" (1), defined as an indirect behavior management strategy (e.g., ignoring behavior; asking the child questions about his/her emotional state), to "high adult power" (3), defined as a direct behavior management strategy (e.g., physical intervention to stop the behavior; verbal warning of consequences if the behavior did not stop). Two categories of misbehavior were then selected for the questionnaire: the four vignettes that elicited the highest mean teacher-control scores, identified as "direct management situations," and the four vignettes that elicited the lowest mean teacher-control scores, identified as "indirect management situations." In data analyses examining the effect of situation type, overall ratings for each of the dependent variables in direct situations and in indirect situations represented mean scores of each variable across the four scenarios in each situation type.

In the Kindergarten Misbehavior Response Questionnaire, each respondent was instructed to imagine her- or himself as the teacher in a kindergarten classroom and to respond as if she or he were actually observing the incident as it was occurring. Respondents were first

asked to rate their own emotional response by indicating, on 4-point Likert scales ranging from "little or none" (1) to "very much" (4), their level of anger, frustration, and anxiety upon seeing the misbehavior. Ratings for the three emotions were then averaged in order to provide an overall score of adult negative affect. Scale reliability analyses indicated that these three subscales were a reliable measure of negative adult affect for both direct situations (α = .89) and indirect situations (α = .83). Secondly, respondents were asked to rate the perceived level of negative affect in the misbehaving child, again by rating levels of anger, frustration and anxiety on four-point Likert scales. As with the adult ratings of emotion, the three ratings of child emotion were averaged, resulting in an overall rating of negative child affect. Scale reliability was determined for negative child affect in direct situations (α = .77) and indirect situations (α = .84).

Power level of disciplinary response to misbehavior was measured using an open-ended question asking respondents to describe their own behavior in response to the child's misbehavior. Participants' responses were coded on the basis of the amount of adult control used in responding to the misbehavior. A score of "1" to "4" represented four levels of adult power or control over the child's subsequent behavior. A score of "1" was given if the response indicated no use of adult power in response to the misbehavior (e.g., ignoring, further observation). A score of "2" was given if the response was characterized by an indirect or inductive attempt to change the child's behavior (e.g., asking the child to repeat a class rule). A score of "3" was given if the response used more adult power in an effort to change the child's behavior, yet still gave the child some choice about his/her subsequent behavior (e.g., negotiating limits, stating logical consequences of continued misbehavior). A score of "4" was given if the response indicated a high level of adult control over the child's subsequent behavior (e.g., punishment or removal of a privilege, threatened punishment, "time-out"). If a respondent indicated that he or

she would use more than one behavioral response for a single misbehavior scenario, each behavior was coded separately and then averaged for an overall single adult power score (e.g., "I would tell them they needed to stop. I would also tell them if they didn't stop they would lose their recess." Score=3.5). If an initial response was followed by a second response that was contingent upon the success of the first, only the first response was coded (e.g., "I would tell them to stop. If that didn't work, I would tell them that they would lose their next recess if they didn't stop." Score=3). The open-ended responses were coded by one of the researchers and a graduate student who was unfamiliar with the hypotheses being tested. Intercoder reliability was established at the beginning of the coding process (κ = .88), at a mid-point (κ = .78), and again at the end (κ = .83).

A final section of the questionnaire asked respondents for demographic information. Respondents were also asked to provide information regarding sex, age, major, and class level.

Results

Effects of Situation Type

The first hypothesis to be tested was that significant differences would be found between participants' responses to the misbehaviors in each of the two types of misbehavior situations. A repeated measures multivariate analysis of variance was conducted to examine the overall effect of situation type (direct or indirect) and person (adult or child) on ratings of emotional response. Results indicated a main effect for situation, $F(1, 131) = 178.75$, $p < .001$, supporting the prediction that respondents would rate adult and child emotion levels differently for direct situations than for indirect situations. A main effect was also found for person, $F(1, 131) = 22.01$, $p < .001$, indicating that ratings of their own negative emotion differed significantly from ratings of the perceived emotion level of the misbehaving child in both types of situations. A significant

interaction effect was also found, $F(1, 131) = 549.98$, $p < .001$, suggesting that the relationship between ratings of adult emotion and child emotion differed by type of situation.

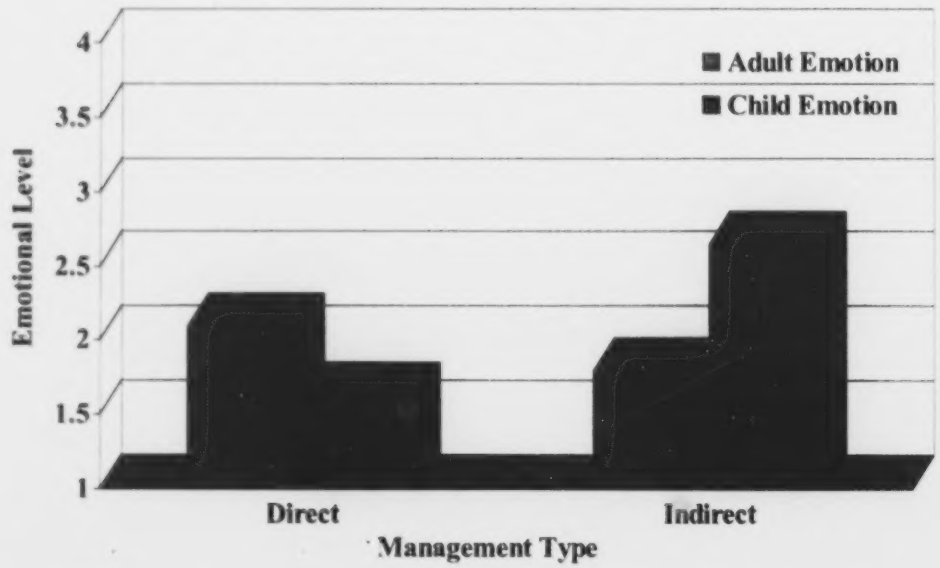

Figure 1. Mean ratings of adult and child emotion in direct and indirect management situations.

As can be seen in Figure 1, in direct management situations, participants rated their own level of negative emotion ($M = 2.09$, $SD = .59$) higher than the emotion level of the misbehaving child ($M = 1.62$, $SD = .43$). In indirect management situations, however, participants rated the child's emotion level ($M = 2.64$, $SD = .55$) as higher than their own ($M = 1.79$, $SD = .49$) in response to misbehavior. In both situation types, t-tests between means of adult emotion ratings and means of child emotion ratings indicated that the differences were significant at the .001 level.

To determine the significance and size of the effect of situation type on adult emotion and child emotion ratings separately, two repeated measures analyses of variance were performed: one testing the effect of situation type on mean adult emotion scores and one testing the effect of situation type on mean child emotion scores. Type of situation was found to have a significant effect on participants' ratings of the misbehaving child's negative emotion, $F(1, 131) = 548.66$, p

$< .001$, $\eta^2 = .81$, and on their own negative emotion, $\underline{F}(1, 131) = 78.14$, $\underline{p} < .001$, $\eta^2 = .37$. Participants imagined themselves as being significantly more upset by a child's misbehavior in the direct management category than by misbehavior in the indirect management category. In contrast, they perceived the misbehaving child in the indirect management situations as being significantly more upset than the child in the direct management situations.

A repeated measures ANOVA was also conducted to determine the effect of situation type on the level of power of participants' discipline responses. As predicted, situation type was found to significantly affect the power level of discipline, $\underline{F}(1,131) = 470.51$, $\underline{p} < .001$, $\eta^2 = .78$. An examination of the means indicated that participants were more likely to use higher levels of adult power in direct management situations ($\underline{M} = 2.72$, $\underline{SD} = .45$) than they were in indirect management situations ($\underline{M} = 1.68$, $\underline{SD} = .39$), as illustrated in Figure 2.

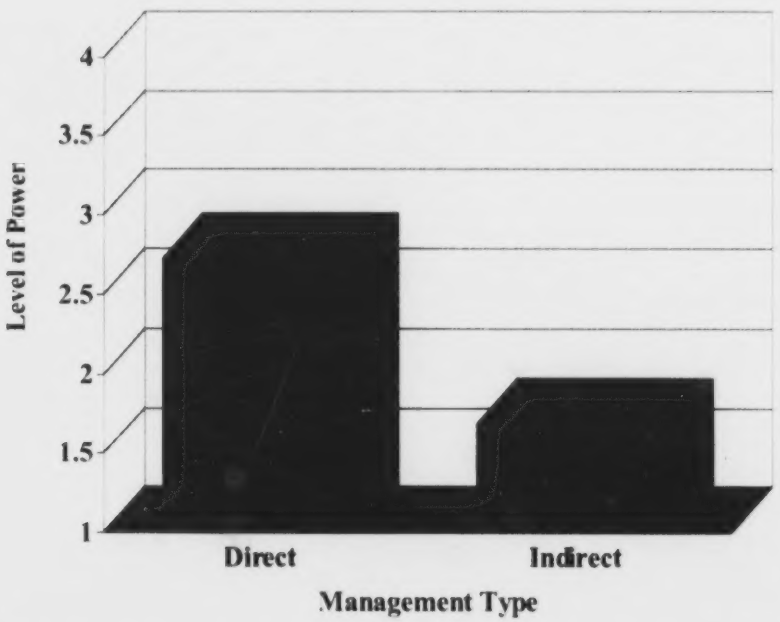

Figure 2. Mean power levels of disciplinary responses in direct and indirect management situations.

Relationships among Adult Emotion, Child Emotion and Power Level of Discipline

Correlations were calculated to assess predicted relationships between: participants' ratings of their own level of negative emotion in response to misbehavior; the perceived level of negative emotion in the misbehaving child; and the level of adult power of participants' stated disciplinary response. Ratings were averaged over the eight scenarios to obtain an overall score for each of the three variables. Contrary to what was predicted, no relationship was found between the mean item score of emotion of the respondent ($M = 1.94$, $SD = .51$) and the mean item power level of their disciplinary response ($M = 2.19$, $SD = .32$) or between the mean item score of emotion of the child ($M = 2.13$, $SD = .43$) and mean item power level of discipline response. A positive relationship was found, however, between respondents' mean item ratings of their own emotional response and their mean item ratings of the emotional level of the child ($r = .50$, $p < .001$). Respondents who tended to respond to misbehavior with more negative emotion also tended to perceive the misbehaving child as generally more upset.

Although no overall relationships were found between affect and power of discipline, separate correlations were calculated for each of the two types of misbehavior situations to determine if relationships existed within each category. A significant relationship was found between the level of adult emotion reported by participants and the power level of their discipline responses in indirect management situations ($r = .14$, $p < .05$), but not in direct situations. In both indirect and direct management situations, a significant relationship was found between respondents' ratings of their own negative emotional response and the negative emotion level they perceived in the child ($r = .21$, $p < .001$, $r = .35$, $p < .001$, respectively). However, no correlation was found between level of child emotion and level of adult emotion for either situation type.

Discussion

The purpose of this study was to examine preservice teachers' reactions to hypothetical misbehavior in a kindergarten classroom. An examination of the findings indicates that preservice teachers clearly distinguished between types of misbehavior situations in both their emotional and behavioral responses. Children's misbehavior that required more direct management by a teacher elicited a pattern of emotional response in which the participants rated themselves as significantly more upset than was the misbehaving child. Misbehavior requiring a more indirect, inductive management strategy elicited an emotional pattern in which the child was rated as being significantly more upset than participants. Participants' discipline responses also differed for the two categories of misbehavior. In direct management scenarios, discipline responses tended to be characterized by greater adult power, with the child having less control over his/her subsequent actions. Frequently mentioned responses included threat of punishment, time-out, and removal of a privilege. In indirect management scenarios, however, less adult power was indicated. In these scenarios, responses were characterized more by helping or providing emotional support for the child. Responses that were frequently given included asking the child about his or her feelings, ignoring the behavior, observing further, and asking for advice from a school psychologist or guidance counselor.

The patterns of ratings of adult emotion and child emotion for the two types of misbehavior situations found in this study fit well with the problem-ownership model of classroom behavior management (Gordon, 1974). According to Gordon (1974, p. 38), teacher-owned problems are those in which the child's behavior results in the frustration of a teacher's need (e.g., need for a safe classroom, need for control, need to carry out a classroom activity), but in which the child's needs are being met (e.g., need for attention, need for physical activity,

need to express emotion). Student-owned problems are those in which the child is frustrated because his or her needs are not being met, but that do not directly affect the teacher's needs. Negative emotion is one of the indicators of frustrated need. Therefore, teacher-owned problems are those that result in a high level of frustration and negative emotion for the teacher, but a relatively low level for the child. The opposite pattern of negative emotion is found for student-owned problems. Our results showed the same general patterns of emotion as those described by Gordon. This finding supports the validity of Gordon's conceptualization of problem ownership, thereby adding to the validity of past research that has used Gordon's concepts in studying teachers' disciplinary responses to problem behavior (Brophy & Rohrkemper, 1981; Brophy & McCaslin, 1992).

Participants' patterns of disciplinary responses to differing types of misbehavior may best be understood by cost analysis theory of behavioral motivation. Research has found that both preservice and inservice teachers differ significantly in their judgments about the costs of different types of children's problem behavior (Safran & Safran, 1984; Cunningham & Sugawara, 1989). Teachers perceive more negatively those behaviors that are judged to be more costly to the teacher (e.g., disruptive, a threat to his/her reputation) or more costly to the rest of the class. In contrast, behaviors that are judged to be costly only to the misbehaving child are perceived as more tolerable. Although respondents in our study were not asked to assess these costs, a closer look at the common characteristics of the misbehaviors in each category may suggest cost analysis as a reasonable theoretical basis for understanding the cognitive processes underlying participants' patterns of responses.

Misbehaviors in the direct management category all contained an element of potential harm, either physical or emotional (see Appendix for list of scenarios). In contrast, none of the

misbehaviors in the indirect management category included a direct threat of harm to others. A second distinguishing characteristic was that all of the scenarios in the indirect category included behavioral cues that would typically indicate a high level of emotional stress in the child, such as loud voice level or turning one's body away. No such cues were given about the misbehaving child in the direct management category. The choice of more controlling discipline responses to deal with behaviors in direct management situations could indicate that the primary concern of preservice teachers was to stop misbehavior that was posing a threat to their own goals or to other children in the classroom. In contrast, our finding that participants chose less controlling discipline strategies to deal with behaviors in the indirect management category could indicate that preservice teachers' main concern for misbehaving children who were upset, but not threatening, was to aid the child. This conclusion would support earlier research findings indicating that teachers respond differently to misbehavior perceived as more costly to themselves or the class than to misbehavior perceived as more costly to the misbehaving child. In the former, teachers tended to respond to problem behaviors that were considered more costly to themselves (e.g., took time away from their planned activities) or to other children (e.g., detracted from or interrupted their learning) by attempting to stop the behavior immediately. In contrast, behaviors that were judged as more costly to the misbehaving child (e.g., level of distress kept child from engaging in meaningful activity) elicited more supportive, helping strategies (Cunningham & Sugawara, 1989; Brophy & McCaslin, 1992).

We did not find the hypothesized relationship between the level of negative emotion and level of adult power in choice of discipline response. One possible explanation may be that the relationship between teacher and child is not similar enough to that of parent and child to share the connection between adult emotion and disciplinary behavior that has been found in research

of parenting behavior (Dix, Ruble, & Zambarano, 1989; Mills & Rubin, 1990). It may be that the professional position of teacher allows one to maintain more emotional distance from children's behavior than the more personal position of parent. Although no research of inservice teachers has directly assessed negative affect in discipline situations, findings of studies of beginning teachers' attitudes toward classroom management suggest that student teachers and novice teachers have decidedly negative feelings about misbehavior in general (Moser, 1982; Kagan, 1992). An enduring professional detachment, therefore, seems an unlikely explanation. As is often a limitation of self-report methodology, social desirability may have influenced the responses of participants. In this case, some of the participants' responses may have reflected instruction in appropriate discipline strategies that have been part of their teacher education curriculum.

However, the explanation with the most support from past research (Kagan, 1992) is that preservice teachers, because of their lack of experience in actual teaching situations, do not have a realistic understanding of children's behavior or classroom management. Preservice teachers responding to hypothetical situations, therefore, would not show the same relationship between negative emotion and power-assertiveness in their predicted responses as would be found in observations of their actual behavior in the classroom. It may be that the emotional effect of a child's misbehavior is not felt until one has had sole responsibility for the classroom in which it occurs. Further research comparing the verbal and behavioral responses of preservice teachers is needed to test this hypothesis.

The conclusions based on the findings of this study must be viewed in light of its limitations. Relatively small sample size reduces the generalizability of the results to the population of early childhood and elementary preservice teachers. Although every effort was

made to maximize the number of participants, nevertheless, further research is needed to validate the generalization of our conclusions about preservice teachers. Our conclusions are also limited by the restriction of the setting to the kindergarten classroom. Similar research depicting misbehavior of older and younger children may or may not yield similar results. The use of a questionnaire format also imposes limitations. What people say they would do may not be a true reflection of what they actually do. However, because no previous research has been conducted on teachers' emotional responses to children's misbehavior, this self-report study of preservice teachers' predictions about their responses to misbehavior provides a beginning point for further research.

The results of this study suggest several directions for future research. One such avenue of inquiry would be a comparison of preservice teachers and inservice teachers in their responses to misbehavior in the classroom. Another comparison could be made between preservice teachers' predicted responses and observational analyses of their actual responses to misbehavior situations. Comparisons of preservice teachers' responses to misbehavior of children based on different ages of children would also answer questions about variations in teachers' perceptions and responses to behavioral problems in the classroom. Finally, longitudinal studies of preservice teachers as they proceed through their student teaching experiences and move into their own classrooms would provide information about the stability of teachers' perceptions and responses over time.

The results of this study also have important implications for those responsible for preparing teachers for the classroom. Research indicates that students emerge from teacher education programs unprepared to appropriately and effectively respond to children's misbehavior; furthermore, many don't improve with practice (Veenman, 1984; Brophy &

Rohrkemper, 1987; Kagan, 1992; Agne, Greenwood & Miller, 1994; Tulley & Chiu, 1995). Teacher educators could use the findings of our study as well as the questionnaire itself to encourage students to reflect on the emotional and behavioral responses to the misbehaviors in the scenarios and to discuss the broader implications that those responses would have in a classroom. Very often student teachers complain that information they received in teacher preparation courses was not connected to their experiences in the classroom (Kagan, 1992). Kagan (1992) found that those student teachers who made the greatest gains in their professional development throughout their student teaching experience shared two characteristics: they had experienced cognitive dissonance between their beliefs about the classroom and what they experienced; and they were able to reflect on and articulate possible causes of children's behavior, the effectiveness of various discipline strategies, and their own affective responses to the misbehaving child. Use of information gleaned from the Kindergarten Misbehavior Response Questionnaire could be a useful tool in helping students connect coursework with classroom experience. Practicum courses in which classroom supervisors and/or course instructors encouraged reflection on and expression of students' personal reactions, both emotional and behavioral, to misbehavior that occurred while students were in the classroom would provide a necessary bridge between pedagogical and experiential knowledge. In addition, such guided practicum experiences could serve as the foundation for the development of reflective practices that students would continue throughout their professional careers as teachers.

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Appendix

Scenarios from the Kindergarten Misbehavior Response Questionnaire

Direct Management Scenarios

1. H. is partners with another child during a math activity in which they have been instructed to build structures with blocks that resemble those in a diagram. You notice, however, that H. is putting the blocks one at a time down the back of the partner's shirt. The partner looks unhappy.
2. You have a pair of hamsters who have been class pets for some time. Today you notice E. standing by the hamster cage. As you get closer, you see E. take the hamsters' water bottle and repeatedly squirt the hamsters as they cower in the corner of the cage. E. smiles and then takes a handful of bedding from the hamsters' cage and begins dropping it on the hamsters.
3. A. and another child have taken on the roles of two super heroes in the housekeeping area. Now you notice that A. is kicking at and making threatening arm movements toward the other child.
4. It is now time to go in from the playground. You have signaled to the children that it is time to line up by the door. As you get ready to take the children in, you discover that C. is not with you. As you scan the playground, you see C. grin at you before ducking behind the play equipment. You call to C., but get no response other than a giggle. The other children are becoming restless.

Indirect Management Scenarios

1. The children have been drawing illustrations for a class book about families. You stop next to each child to note progress and give each child an opportunity to tell you about his or her

picture. When F. sees you coming, F. quickly turns over the paper and looks down. When you ask to see F.'s drawing, the child says, "No," while continuing to look down.

2. You are brainstorming with the children for ideas for a new dramatic play area. All the children are raising their hands. You tell them that you will go around the circle to get everyone's ideas. You see that G. is wildly waving to get your attention, but before you get to that side of the circle, G. stops waving and says loudly, "This is stupid!"
3. As you observe the housekeeping area, you see D. alone in the kitchen. D. has a doll and is pulling on its hair and its clothes, saying, "You're a bad, bad baby!" D. continues to treat the doll roughly and to use harsh language, including swear words.
4. As soon as mom dropped off B. this morning, you noticed that B. sat down in a chair by the door, with coat still zipped. After several minutes, you say, "Good morning," but B. turns away with no reply. When you suggest that B. take off the coat, B. shouts "No!" while still turned away.